# TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (**no more than** 6 **single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert **no more than 2 additional pages of supporting documentation** at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

**1.** Which lesson or lessons are shown in the video clip(s)? Identify the lesson(s) by lesson plan number.

[ Lesson #1, Partner rallying. As well as Lesson #2, Target Smash]

## 2. Promoting a Positive Learning Environment

Refer to scenes in the video clip(s) where you provided a safe, respectful, and organized learning environment.

a. Describe how you provided a positive, low-risk emotionally and physically safe environment.

[ During Lesson 1, in the partner rallying activity, I promoted a positive and low-risk environment by pairing students intentionally based on skill level and comfort. Before starting, I reminded everyone that the goal was control, not power, and encouraged students to focus on working together rather than trying to outdo one another. I emphasized that mistakes were part of the learning process and praised effort over outcome, which helped create a supportive tone. As I moved around the gym, I gave specific praise like “Nice backhand, way to have your paddle foot forward” (0:23) and “I like how you hit it high up in the air” (0:19), which helped students feel seen and motivated without feeling pressured. I also used moments like 0:45 to promote emotional safety by asking, “I like how we're hitting the ball right now, but what can we do to work together even better?” This encouraged communication and peer support.

In Lesson 2, during Target Smash, I made sure all students had a safe distance between them and placed clear boundary markers to reduce the chance of collisions. I also gave reminders about safe movement and praised students for things like footwork and balance, saying, “I like your wide base” (1:42) and “Nice job stepping with your opposite foot” (1:25). When a student didn’t score at 0:28, I emphasized that it was okay, saying, “I liked how you were scooping the ball up,” reinforcing a growth mindset and maintaining an emotionally safe environment. These strategies helped maintain a respectful, organized, and emotionally safe space where students could participate confidently.]

b. Explain how rules, routines, and transitions maximized students’ engagement in the lesson.

[Rules, routines, and transitions played a big role in keeping students engaged throughout both lessons. At the start of each class, students knew the routine: enter the gym, grab equipment, and get started right away with an instant activity. This immediate structure helped minimize downtime and kept their focus on movement from the beginning.

During Lesson 1’s partner rallying task, clear rules were given about rally goals and movement cues like “step, scoop, swing upward.” Students knew what success looked like, and I reminded them to focus on control over power, which kept the environment structured but low-pressure. I reinforced those routines with positive feedback like “You’re doing an excellent job scooping the ball” (2:08) and “How can we hit the ball to make it even easier for each other?” (3:35), which kept students thinking and engaged.

In Lesson 2 during Target Smash, transitions were smooth thanks to clear instructions and pacing. I maintained energy by prompting students with questions like “What are you going to do with your foot?” (2:17) and “Tell me how much each hoop is worth” (0:13), which reinforced focus and made sure they were tuned into the task. These clear routines helped reduce downtime and kept students physically and mentally involved.]

## 3. Engaging Students in Learning

Refer to examples from the video clip(s) in your response to the prompt.

a. Explain how you actively engaged students in learning tasks aligned with the objectives of the lesson in the psychomotor domain and at least one other learning domain (cognitive, affective).

[I actively engaged students in learning tasks that aligned with the psychomotor, cognitive, and affective objectives by designing activities that combined skill practice, strategy, and teamwork. In Lesson 1, the partner rallying task focused on psychomotor development by having students practice controlled forehand and backhand strokes using the cues “step, scoop, swing upward.” I supported that development with positive, task-specific feedback like “Nice backhand, way to have your paddle foot forward” (0:23) and “You're doing an excellent job scooping the ball” (2:08), keeping students engaged and focused on their technique.

Cognitively, I asked open-ended questions that encouraged reflection and communication, such as “What can we do to work together even better?” (0:45) and “How can we hit the ball to make it even easier for each other?” (3:35). These moments pushed students to think strategically about their movement and interaction.

In Lesson 2, during Target Smash, students practiced controlled, purposeful serves while aiming for targets, reinforcing upward motion and accuracy. I used cues like “That was your best serve, way to swing your arm” (1:50) and “I think that serve was great because the ball was traveling at an upwards angle” (2:39), to help them understand how movement affects performance. These activities required students to use their bodies while also thinking critically and communicating with others, meeting objectives across multiple domains.]

## 4. Strengthening Student Competencies

Refer to examples from the video clip(s) in your explanations.

a. Explain how you actively monitored students’ actions during the learning task(s) and asked questions or provided corrective feedback to improve student competencies.

[ During each learning task, I actively moved around the gym to monitor student actions and provide real-time feedback. In Lesson 1, while students were working on partner rallying, I observed their form and technique closely, especially focusing on whether they were using the cues “step, scoop, swing upward.” When I saw students swinging flat or too hard, I gave quick corrective feedback like, “Try opening your paddle face more,” or “Remember to swing upward, not straight out.” This helped students adjust right away and improve their control.

I also asked guiding questions during the activity, such as “What happens when you swing downward instead of up?” or “Why do you think your rally broke down on that last hit?” These questions prompted students to think about their form and make adjustments themselves, supporting their cognitive understanding of the skill.

In Lesson 2, during Target Smash, I gave positive feedback when students showed improvement, saying things like “Nice follow-through on that one” or “You really controlled that shot well.” If a student missed the target repeatedly, I’d check in with a quick tip like “Try aiming for a bigger target first to build confidence.” By circulating constantly, I kept students focused, corrected errors quickly, and reinforced success to keep them motivated.]

b. Explain how you used instructional cues/prompts, explorations/demonstrations, and/or student analysis of their own and/or others’ psychomotor skills to develop student competencies in the psychomotor and at least one other learning domain (cognitive, affective).

[I used a combination of instructional cues, demonstrations, and student self-assessment to develop student competencies in both the psychomotor and cognitive domains. Throughout the lessons, I consistently used clear and simple cues like “step, scoop, swing upward” to guide movement. These were supported with in-the-moment prompts like “I like how you stepped with the opposite foot” (0:07) and “That was your best serve, way to swing your arm” (1:50), which helped students connect verbal instructions with physical performance.

Cognitively, I asked students questions like “What’s some stuff that you are going to make sure you do on your serve?” (1:00) and “Tell me how much each hoop is worth” (0:13), which encouraged them to think about game rules and strategy. I also reinforced correct mechanics by explaining why they worked—for example, “I think that serve was so great because the ball was traveling at an upward angle” (2:39), helping students understand cause and effect in their movement.

Through these strategies, students not only practiced physical skills but also deepened their understanding of gameplay, technique, and peer collaboration.]

## **5. Analyzing Teaching**

Refer to examples from the video clip(s) in your responses to the prompts.

a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

[One change I would make to better support student learning of the central focus is to incorporate more structured peer feedback and visual checklists during the activities. While students did give feedback during Doubles Rally Tally and reflected on their performance in the exit slip, I noticed some students struggled to give specific, helpful comments. In future lessons, I would provide a simple visual rubric or example phrases to help guide peer feedback, so students could better connect what they observe with the cues we practiced (e.g., “Did your partner step? Scoop? Swing upward?”). This would deepen their ability to analyze performance, which supports growth in both the cognitive and affective domains.

During Lesson 1, I did a strong job of providing cues and reinforcing technique — for example, I told students “You’re doing an excellent job scooping the ball” (2:08) and “Nice backhand, way to have your paddle foot forward” (0:23). These moments supported individual development well, but adding opportunities for **students to reflect on and share those observations with each other** could push their learning further.

For students who needed greater support, I would break down skills into even smaller steps and provide more one-on-one or small group check-ins during the first half of the lesson. Some students benefited from the cues but needed extra modeling and slower progressions, especially in partner rallying. For example, when I said “What’s some stuff you’re going to make sure you do on your serve?” (1:00), it was a useful check for understanding — but I could follow this up with a visual or written reference to help reinforce the answer and support more learners.

For students who needed more of a challenge, I would build in short “advanced challenge rounds” where they must use a backhand only, or aim for a specific target zone during rally play. This would keep higher-skilled students engaged and push them to apply their skills more strategically.]

b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning **AND** principles from theory and/or research.

[ I believe these changes would improve student learning because they are based on what I observed during the lessons and are supported by learning theory. For example, when students gave peer feedback during Doubles Rally Tally, many comments were vague, like “good job” or “nice hit.” By providing structured sentence starters and a visual checklist, students would have a clearer understanding of what quality feedback looks like. This would deepen their ability to analyze performance, which supports growth in both the cognitive and affective domains.

Research supports this approach. According to Bandura’s Social Learning Theory, students learn through observation and modeling. When they observe peers performing a skill and then give or receive specific feedback, they’re more likely to internalize correct technique and transfer it to their own performance.

Similarly, providing additional modeling and breaking tasks into smaller chunks helps students who need more support by reducing cognitive overload (Sweller, 1988). For higher-level students, increasing the challenge keeps them engaged and supports mastery learning, which aligns with Vygotsky’s Zone of Proximal Development—pushing students slightly beyond their current skill level helps facilitate growth.

These adjustments are directly tied to what I saw in class and are grounded in strategies that research shows help students succeed physically, socially, and mentally.]